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ABSTRACT

A survey of the 423 fiscal year 1978 graduates of Oakton Community College (OCC) was conducted to determine demographic characteristics, grade point average, educational objectives, graduates' evaluation of OCC's programs and services, and graduates' current educational and/or occupational status. Survey findings, based on a 67.1% response rate, indicated that, of the respondents, 94% were white, 37.8% were male, 57.7% were occupational graduates, and 42.2% were liberal arts graduates. Statistically significant differences were found between liberal arts and occupational graduates with regard to their assessment of the following OCC services--job placement, academic counseling, student activities, instruction in occupational courses, and helpfulness in preparing for a job--and with regard to the following personal characteristics--objectives for attending OCC, current educational status, relationship of present job to OCC program, current salary, and job satisfaction. Approximately one-third of all graduates found OCC education very helpful in developing communication skills, improving personal relationships, developing critical thinking, identifying and developing life goals, increasing self-understanding, and improving time usage. The survey report is appended by 15 data tables and a sample survey instrument. (Author/JP)

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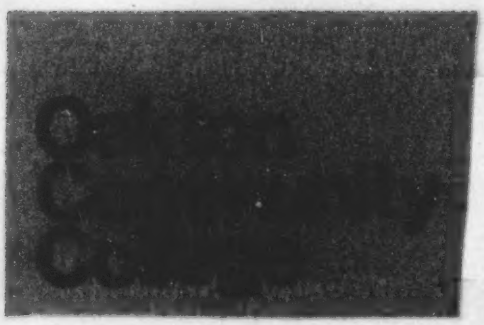
OAKTON COMMUNITY COLLEGE'S FISCAL 1978 OCCUPATIONAL AND LIBERAL ARTS GRADUATES



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JC 800 108

OAKTON COMMUNITY COLLEGE'S FISCAL 1978
OCCUPATIONAL AND LIBERAL ARTS GRADUATES

Summary of Study:

1. Who participated in the study?

   . All 423 OCC FY 1978 graduates

      . 263 were Occupational graduates
      . 160 were Liberal Arts graduates

2. What were the respondents like?

   . Program of FY 1978 graduates

      . 57.7% of them were Occupational graduates
      . 42.2% of them were Liberal Arts graduates
      . Respondents represented 67.1% of OCC's FY 1978 graduates

   . Ethnic background of FY 1978 graduates

      . Data was available for 89.1% of the graduates. It revealed that:

         . 94% of the graduates furnishing ethnic information were white
         . 1.8% of the graduates furnishing ethnic information were Asian
         . 1.8% of the graduates furnishing ethnic information were Black
         . 2.3% of the graduates responding to the query preferred not to indicate ethnic background.

   . Gender of FY 1978 graduates

      . 37.8% of responding graduates were male
      . 62.2% of responding graduates were female
      . 34.1% of Occupational graduates were male
      . 43.1% of Liberal Arts graduates were male
      . 65.9% of Occupational graduates were female
      . 56.9% of Liberal Arts graduates were female

- Academic Achievement of FY 1978 graduates

  - As a group, graduates achieved an average G.P.A. of 3.10
  - Liberal Arts graduates had an average G.P.A. of 3.16
  - Occupational graduates had an average G.P.A. of 3.07

3. Responses to the Survey

   A. Statistically significant differences between Occupational and Liberal Arts FY 1978 graduates of OCC.

   - Major differences were found between Occupational and Liberal Arts graduates in 15 areas of OCC's program:

     OCC Services

     ... Job Placement
     ... Academic Counseling
     ... Student Activities
     ... Instruction in Occupational Courses

     Helpfulness of OCC's in

     ... Preparation for a Specific Job
     ... Obtaining a Job
     ... Advancement in Present Job
     ... Increasing Aesthetic Appreciation

     Other Differences in

     ... Objective for Attending OCC
     ... Current Educational Status
     ... Relationship of Present Job and OCC Program, and Employment Status
     ... Current Salary, Job Satisfaction, and Occupational Category

   B. FY 1978 Graduates Responces to Aspects of OCC which were Similar for Occupational and Liberal Arts Graduates.

   - One-third of the respondents found OCC education very helpful in:

     ... Developing Communication Skills
     ... Improving Personal Relationships
     ... Developing Critical Thinking
     ... Identifying and Developing Life Goals
     ... Increasing Self-understanding
     ... Improving Time Usage

- 26.6% felt that Increased Community Involvement was not an applicable aspect of their OCC education
- 92% of graduate respondents reported success in meeting their community college objective
- 77.3% of graduates currently in school are continuing in their OCC field or one related to it
- 60.4% of the graduates are employed in the district, another 35.4% work in Illinois

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January 15, 1980
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OAKTON COMMUNITY COLLEGE'S FISCAL 1978 OCCUPATIONAL AND LIBERAL ARTS GRADUATES

Background of the Study:

In 1979 the Illinois Community College Board (ICCB) initiated a new occupational student follow-up study. All public community colleges in Illinois participated in the study which included as subjects all students who graduated from a community college occupational program during the 1977-8 academic year.[1] Thus all occupational graduates were surveyed within one year of graduation. Because we had a broad interest in the effects of Oakton Community College's educational programs, we surveyed both occupational and liberal arts graduates.

There were 263 Vocational/Technical graduates and 160 Liberal Arts graduates in fiscal year (FY) 1978. Our total survey population thus consisted of 423 OCC graduates--a few of whom received both certificates and degrees during FY 1978. We received responses from 164 occupational graduates (62.4%) and 120 liberal arts graduates (75.0%) or 284 responses (67.1%) overall.

Method:

First all OCC FY 1978 graduates were identified. Then transcripts were checked to verify that graduation had taken place. Student graduation data requested by the ICCB for the occupational graduates was furnished. ICCB did not request data for liberal arts and science graduates. (This data is only reported here.)

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1. A report detailing statewide results is the Follow-up Study of FY 1978 Occupational Graduates of the Illinois Public Community Colleges, ICCB, Springfield, IL, September 1979.

Mailing labels were computer generated for both occupational and liberal arts graduates. The two page survey prepared by the ICCB (see Appendix B) was sent to all 423 OCC FY 1978 graduates. Duplicate mailing labels were retained for use in a second mailing, if needed. A third set of mailing labels was kept for use in a telephone follow up of graduates who did not respond to either of the mailings.

Analysis:

All data were analyzed by X^2 using a Statistical Package for the Social Sciences (SPSS) program and OCC's IBM computer.

Findings:

Background findings will be given first.

Background Findings:

The ethnic information item revealed that almost 94% (N=362, 93.8%) of the graduates were white. Of these, 58.8% were occupational graduates; the remaining 41.2% were liberal arts graduates. There were no Hispanic liberal arts graduates and there was only 1 Hispanic occupational graduate. Nine (2.3%) of the graduates preferred not to indicate their ethnic background. There were no non-resident alien graduates. Seven FY 1978 graduates were Asian (1.8%) and 7 (1.8%) were Black. Liberal Arts (4 Asian, 3 Black) and Vo/Tech (3 Asian, 4 Black) had the same number of minority group graduates. Ethnic information was available for 377 (89.1%) FY 1978 graduates. If data on the remaining 46 (10.9%) FY 1978 graduates had indicated Asian or Black ethnic group membership, one of these percentages of the FY 1978 graduates could have reached a maximum of 12.5% (N=53). It is unlikely that the missing graduates would have belonged only to ethnic minorities; it is also unusual that so few identified OCC minority group students graduated.

We wonder what happens to OCC's non-white students and why they do not appear as graduates.

The next background item dealt with graduates' gender. Males were almost evenly divided between Vo/Tech (N=77, 52.7%) and Liberal Arts (N=69, 47.3%) graduates. Male and female graduates of Vo/Tech and Liberal Arts Programs displayed rather different patterns. More than 3/5 of the women (N=149, 62.1%) graduated from Vo/Tech programs while less than 2/5 (N=91, 37.9%) were Liberal Arts graduates. Only 146 of the graduates who responded (37.8%) were male, thus 240 (62.2%) were female. Figure 1 presents this material with reference to Vo/Tech, Liberal Arts and the total sample. We wonder at the sex ratio this graduate survey reveals. Why are the male graduates such a small proportion of the FY 1978 graduates?

Figure 1

FY 1978 Graduates by Program and Sex of Graduate Respondents

	Program				Total	
	Vo/Tech		Liberal Arts			
Rating	#	%	#	%	#	%
Male	77	34.1	69	43.1	146	37.8
Female	149	65.9	91	56.9	240	62.2
TOTAL	226	100.0	160	100.0	386	100.0

We calculated grade point averages G.P.A's for the entire respondent group (386): OCC's FY 1978 graduates achieved an average of 3.10, slightly better than a B. The Vo/Tech graduates had an average G.P.A. of 3.07, while the liberal arts graduates' G.P.A. average was 3.16.

Survey Findings:

We turn now to an examination of the findings of the survey itself. The report will focus upon the statistically significant X^2 results. Some topics of interest, therefore, will not be reported in detail, while some of less fascination will receive full treatment. Finally, we will highlight the non-significant results.

Statistically significant differences were found between responses of OCC Vo/Tech and Liberal Arts FY 1978 graduates with regard to:

1. Rating of Job Placement Services at OCC
2. Rating of Academic Counseling at OCC
3. Rating of Student Activities at OCC
4. Rating of Instruction in Occupational Courses at OCC
5. Rating of Community College Education Relative to Preparation for a Specific Job
6. Rating of Community College Education Relative to Obtaining a Job
7. Relationship of Community College Education to Advancement in Present Job
8. Rating of Community College Education in Increasing Aesthetic Appreciation
9. Objective for Attending College
10. Current Educational Status
11. Employment Status
12. Relationship of Present Job to Community College Program
13. Current Salary
14. Rating of Job Satisfaction
15. Occupational Category

None of the results to be presented could have occurred through the workings of chance alone more often than 2.5 times out of 100. Most (12) of the comparisons to be reported could not occur by chance alone ($P<.000$) in 1,000 times. We conclude that the OCC Vo/Tech and Liberal Arts graduates are different in a number of ways.

These graduate groups differ in their views of the OCC services they have utilized and in their ratings of OCC's helpfulness in important educational areas. Their objectives for attending college, and, not surprisingly, the current (post-graduation from community college) educational status of the two groups also differs. (Tables 1--15 appear in Appendix A)

The first four ratings: Job Placement, Academic Counseling, Student Activities, and Instruction in Occupational Courses were gathered in response to the following item. (Item A, Appendix B):

> A. Please rate those college services below that you have utilized according to how well they fulfilled your own individual needs by marking each item with a number corresponding to the following code.
>
> 1 - Very Good
> 2 - Good
> 3 - Average
> 4 - Poor
> 5 - Very Poor
> 6 - Not Applicable

In each case, we have removed the graduates who chose 6 -'Not Applicable' in the recalculation of our Figures.* While this reduces the number of respondents, by those who did not use the service in question, it provides a clearer picture of user response.

1. Job Placement Services at OCC: The majority of Vo/Tech and Liberal Arts graduates who responded to this item checked 'Not Applicable': 56.7% of the Vo/Tech graduates (N=72) and 72.8% (N=75) of the Liberal Arts graduates for a total of 63.9% (N=147). The reasons for similarity of response probably are divergent: it may be that the Liberal Arts graduates generally plan to continue their education, while the Vo/Tech students might come to OCC with positions which they

*(Please remember that the Figures consist of recalculated percentages, while the Tables in Appendix A present the statistically significant X^2 results.)

plan to hold during their time in school. We examined ratings by the remaining graduate respondents--55 Vo/Tech and 28 Liberal Arts graduates--36.1% of those answering this item.

Figure 2

Rating of OCC Job Placement Services by
FY 1978 Graduates Who Found it Applicable

Rating	Program				Total	
	Vo/Tech		Liberal Arts			
	#	%	#	%	#	%
Very Good	8	14.5	10	35.7	18	21.7
Good	18	32.7	7	25.0	25	30.1
Average	13	23.6	9	32.1	22	26.5
Poor	9	16.4	1	3.6	10	12.0
Very Poor	7	12.7	1	3.6	8	9.6
TOTAL	55	99.9	28	100.0	83	99.9

As can be seen from Figure 2, the FY 1978 Liberal Arts graduates gave OCC Job Placement Services higher ratings than did the Vo/Tech grads. Only 2 (7.2%) of the Liberal Arts graduates rated OCC Job Placement Services as 'Poor' or 'Very Poor.' At the high end of the ratings 10 (35.7%) of the Liberal Arts graduates and 8 (14.5%) of the Vo/Tech graduates gave a rating of 'Very Good.'

FY 1978 OCC graduates gave unusual responses to the survey item on Job Placement Services: 3/5 of the graduate respondents rated these services as 'Not Applicable'; of the remaining respondents 1/5 rated these services as 'Poor' or 'Very Poor' with 29.1% of the Vo/Tech group choosing those responses. Forty-three graduates (18.6%) rated OCC Job Placement services as 'Very Good' or 'Good.' Less than 1/10 (N=22; 9.6%) of the graduate group rated OCC Job Placement Services 'Average.'

These ratings are not neutral ones. They suggest the need for further study to determine whether these findings are typical, and if they are: a) why so many graduates view OCC Job Placement Services as not applicable, b) whether OCC students are aware of the range of Job Placement Services available to them, and c) to discover any general student reactions that might be helpful in increasing the use of Job Placement Services at OCC.

2. Academic Counseling at OCC: Vo/Tech and Liberal Arts graduates felt the need for academic counseling, yet a fifth of our FY 1978 respondents (20.7%, N=50) checked "Not Applicable." Those finding Academic Counseling "Not Applicable" included almost three times as many Vo/Tech (N=37) as Liberal Arts (N=13) graduates. One-seventh (15.7%) of the total respondent group rated academic advising at OCC 'Very Good' while a half (50.9%) gave 'Good' or 'Average' ratings, and an eighth (12.8%) gave 'Poor' or 'Very Poor' ratings. We examined ratings (other than 'Not Applicable') by graduates of both groups.

Figure 3

Rating of OCC Academic Counseling by FY 1978 Graduates Who Found it Applicable

	Program				Total	
	Vo/Tech		Liberal Arts			
Rating	#	%	#	%	#	%
Very Good	18	19.3	20	20.2	38	19.8
Good	36	38.7	29	29.3	65	33.8
Average	28	30.1	30	30.3	58	30.2
Poor	9	9.7	12	12.1	21	10.9
Very Poor	2	2.1	8	8.1	10	5.2
TOTAL	93	99.9	99	100.0	192	99.9

The major difference between the responses of FY 1978 Vo/Tech and Liberal Arts graduates occurred as follows: almost twice as many (20) Liberal Arts as Vo/Tech (11) graduates rated academic counseling 'Poor' or 'Very Poor.' Close to half of the respondents, as well as half of each graduate group rated academic counseling either 'Very Good' or 'Good': Vo/Tech 58%, Liberal Arts 49.5%, Total 53.6%. Thirty percent of the Vo/Tech, Liberal Arts, and Total respondents rated academic advising 'Average.'

It would be interesting to determine why one-fifth of these graduates rated academic advising as 'Not Applicable.' It would also be interesting to inquire of OCC students in both Vo/Tech and Liberal Arts curricula what their definitions of 'Very Good,' 'Good,' 'Average,' 'Poor,' and 'Very Poor' academic advising consist of. Some pertinent distinctions based on the students' curricula might emerge. Academic advising may mean different things to Vo/Tech and Liberal Arts students and graduates.

3. Student Activities at OCC: Half (52.0%) of the Vo/Tech graduates in FY 1978 rated Student Activities at OCC 'Not Applicable' while a fourth (27.1%) of the Liberal Arts graduates also gave this rating. Such ratings are expected to be more frequent on commuter than on residential campuses and among Vocational students than among Liberal Arts students. For the total respondent group the the 'Not Applicable' rating amounted to 40.4%.

Among the ratings after removal of those responding 'Not Applicable,' we find (see Figure 4 on Page 9) 70.5% of the Vo/Tech and 71.2% of the Liberal Arts graduates rated Student Activities as 'Good' or 'Average.' This contrasts with heavier emphasis at the 'Poor' (N=10, 12.8%) and 'Very Poor' (N=5, 6.4%) end of the scale by Liberal Arts graduates, and at the 'Very Good' (N=9, 15.2%) end of the scale by the Vo/Tech grads.

Figure 4

Rating of Student Activities at OCC by
FY 1978 Graduates Who Found Them Applicable

	Program				Total	
	Vo/Tech		Liberal Arts			
Rating	#	%	#	%	#	%
Very Good	9	15.2	8	10.2	17	12.4
Good	22	37.3	26	33.3	48	35.0
Average	20	33.9	29	37.2	49	35.8
Poor	5	8.5	10	12.8	15	10.9
Very Poor	3	5.1	5	6.4	8	5.8
TOTAL	59	100.0	78	99.9	137	99.9

Again, the definitions of Student Activities by those in different programs may differ widely, so may the amount of time individuals wish to devote to Student Activities. Of interest in the ratings on this service, we would again emphasize the extremely large 'Not Applicable' Vo/Tech graduate group.

4. Instruction in Occupational Courses: The most surprising result was that 38.1% of the Liberal Arts graduates rated Instruction in Occupational Courses at all. We were not surprised to find that 61.9% of the Liberal Arts graduates responded 'Not Applicable.' Four percent (N=6, 4.4%) of the Vo/Tech graduates also found this service 'Not Applicable,' something difficult to interpret. Most of the difference between the Vo/Tech and Liberal Arts graduates can be accounted for by the fact that Liberal Arts graduates do not find themselves in a position to evaluate occupational course instruction. Figure 5 presents the data remaining after the 'Not Applicable' respondents have been removed.

Figure 5

Rating of Instruction in Occupational Courses by OCC
FY 1978 Graduates Who Found Them Applicable

	Program				Total	
	Vo/Tech		Liberal Arts			
Rating	#	%	#	%	#	%
Very Good	64	49.6	11	25.6	75	43.6
Good	39	30.2	11	25.6	50	29.1
Average	20	15.5	14	32.5	34	19.8
Poor	5	3.9	6	13.9	11	6.4
Very Poor	1	.8	1	2.3	2	1.2
TOTAL	129	100.00	43	99.9	172	100.1

FY 1978 graduates were highly satisfied with Instruction in Occupational Courses: (125 graduates) 72.7% of the respondents who found the item applicable checked 'Very Good' or 'Good.' Four-fifths of the Vo/Tech graduates in this group rated occupational instruction 'Very Good' (N=64, 49.6%) or 'Good' (N=39, 30.2%) as did half of the Liberal Arts graduates.

Ratings 5, 6, 7, & 8 which deal respectively with helpfulness of OCC education in preparation for a specific job, obtaining a job, advancement in present job, and increasing aesthetic appreciation were gathered in response to the following item (Item B, Appendix B):

> B. How helpful was your community college education in each of the areas listed below? Mark <u>each</u> item with the number of the most appropriate response to each statement using the following code:
>
> 1 - Very Helpful
> 2 - Somewhat Helpful
> 3 - Of No Help
> 4 - Not Applicable

5. Specific Job Preparation: FY 1978 OCC graduates of Vo/Tech programs found OCC 'Very Helpful' (N=104, 77.0%). Since Liberal Arts graduates are likely to view community college as preparation for more education rather than as specific job preparation, it is not surprising that the groups differed in their ratings. The Liberal Arts graduates (N=67, 57.3%; see Table 5, Appendix A) viewed OCC preparation for a specific job as 'Not Applicable.' The groups differed again with regard to the 'Of No Help' rating: as expected a much larger group of Liberal Arts graduates chose this option. Graduates tended to feel strongly about how helpful their community college education had been in preparing them for a specific job. The vast majority of FY 1978 Vo/Tech graduates were very satisfied and so were a third of the Liberal Arts graduates. Figure 6 presents these comparisons.

Figure 6

Helpfulness Rating of Community College Education in Preparation for a Specific Job by OCC FY 1978 Graduates Finding Item Applicable

	Program				Total	
	Vo/Tech		Liberal Arts			
Rating	#	%	#	%	#	%
Very Helpful	104	77.0	16	32.6	120	65.2
Somewhat Helpful	25	18.5	19	38.8	44	23.9
Of No Help	6	4.4	14	28.6	20	10.9
Total	135	99.9	49	100.0	184	100.0

6. Obtaining a Job: Vo/Tech and Liberal Arts grads again differed in their ratings of the helpfulness of their community college education in obtaining a job. All of the 'Very Helpful' ratings on Obtaining a Job are lower than those found for Preparation for a Specific Job. Perhaps, students who are in community colleges to prepare for a specific job, need more help in obtaining that job as graduation approaches than the community colleges are aware. Fifty-seven OCC FY 1978 graduates may be trying to tell us that. On the other hand OCC Vo/Tech and Liberal Arts graduates acknowledge that their community college education was 'Somewhat Helpful' in obtaining a job (N=66, 42.8%), and rather less helpful (Figure 6, N=44, 23.9%) in preparing for a specific job. Finally, one-fifth of the FY 1978 graduates found their community college education 'Of No Help' in obtaining a job (N-31, 20.0%). It may be that community college students feel the need for systematic job search techniques training and that OCC's FY 1978 graduates are trying to alert OCC. It might be useful to determine whether this is the case.

Figure 7

Helpfulness Rating of Community College Education in Obtaining a Job by OCC FY 1978 Graduates Finding Item Applicable

	Program				Total	
	Vo/Tech		Liberal Arts			
Rating	#	%	#	%	#	%
Very Helpful	47	44.3	10	20.8	57	37.0
Somewhat Helpful	40	37.7	26	54.2	66	42.8
Of No Help	19	17.9	12	25.0	31	20.7
Total	106	99.9	48	100.0	154	99.9

7. Advancement in Present Job: Clearly, graduates who do not regard going to school' as a job, are unlikely to perceive good grades, academic advancement or graduation as 'advancement in present job.' Thus, many Liberal Arts graduates (N-76, 65.5% of total Liberal Arts respondents) checked 'Not Applicable.' Likewise, there was a large group (N=35, 24.5% of total Vo/Tech respondents) of Vo/Tech graduates who, for one reason or another, checked 'Not Applicable.' Figure 8 presents the remaining data.

Figure 8

Helpfulness Rating of Community College Education in Advancement in Present Job by OCC FY 1978 Graduates Finding Item Applicable

	Program				Total	
	Vo/Tech		Liberal Arts			
Rating	#	%	#	%	#	%
Very Helpful	54	50.0	9	22.5	63	42.6
Somewhat Helpful	38	35.2	18	45.0	56	37.8
Of No Help	16	14.8	13	32.5	29	19.6
Total	108	100.0	40	100.0	148	100.0

Although this option was not offered, it is likely that many Vo/Tech students included job advancement as an objective of attending college. That many Vo/Tech FY 1978 graduates did advance occupationally is clear from the ratings of 'Very Helpful' and 'Somewhat Helpful' given by 85.2% (N=92) of this group. Two-thirds of the Liberal Arts graduates (N=27, 67.5%) enjoyed a similar outcome, if one can judge by the 'Very Helpful' plus 'Somewhat Helpful' ratings given.

Half of the Vo/Tech graduates (N=54, 50.0%) and slightly more than a fifth (N=9, 22.5%) of the Liberal Arts graduates found their community college education 'Very Helpful' in achieving job advancement. A seventh (N=16, 14.8%) of Vo/Tech and a third of Liberal Arts graduates (N=13, 32.5%) disagreed finding that their community college education was 'Of No Help' in achieving job advancement.

Community College education was cited as 'Somewhat Helpful' in preparation for, obtaining, and advancing in a job. These evaluations by OCC's FY 1978 graduations merit additional scrutiny.

Figure 9

OCC's FY 1978 Graduates' Ratings of Their Community College Education as "Somewhat Helpful" Occupationally

'Somewhat Helpful' Ratings	Program: Vo/Tech #	Vo/Tech %	Liberal Arts #	Liberal Arts %	Total #	Total %
Preparation for Specific Job	25	18.5	19	38.8	44	23.9
Obtaining a Job	40	37.7	26	54.2	66	42.8
Advancement in Present Job	38	35.2	18	45.0	56	37.8

'Somewhat Helpful' can be defined as a moderate, or average rating. Graduates of OCC in FY 1978 gave this rating most often to obtaining a job, less often to advancement in present job and least often to preparation for a specific job when asked to rate how helpful their community college education had been. This order obtained for Vo/Tech, Liberal Arts, and all responding graduates.

It could be that OCC graduates feel that OCC could be even more helpful if more attention were given first to assisting graduates in getting jobs, and second to helping graduates advance in jobs they already hold. There appears to be agreement among the majority of graduates responding that OCC is helpful in job preparation.

8. Increasing Aesthetic Appreciation: As might be expected, there were large differences in the ratings given to helpfulness of community college education's role in increasing aesthetic appreciation. More than two-fifths (N=38, 43.7%) of the Vo/Tech graduates who responded rated their community college education 'Of No Help' in increasing aesthetic appreciation. Slightly more than one-fifth (N=23, 22.3%) of the 1978 Liberal Arts graduates gave the same rating.

Only a small number of the Vo/Tech graduate group (N=15, 17.2%) rated their community college education 'Very Helpful' in increasing aesthetic appreciation. Again, as expected, a sizable segment of the Liberal Arts graduate group (N=39, 37.9%) gave the 'Very Helpful' rating.

The groups agreed that their community college education had been 'Somewhat Helpful' in increasing aesthetic appreciation: Vo/Tech--N=34, 39.1%; Liberal Arts--N=41, 39.8%; Total respondent group--N=75, 39.5%.

A final comparison relates to those FY 1978 graduates who did not find the item applicable. These included nearly two-fifths (N=53, 37.8%) of the Vo/Tech, and one-tenth (N=13, 11.2%) of the Liberal Arts graduates, or slightly more than one-fourth (N=66, 25.8%) of those giving any response to the increasing aesthetic appreciation item.

The meaning of these results is unclear. Unfortunately, a single question couched in terminology certain to mean different things to different people yields outcomes open to conjecture. It would be interesting to find out how OCC graduates

view the relationship between their education and aesthetic matters. Before this has been determined, it is difficult to interpret ratings such as those reported in Figure 10. All that can safely be said has been said: Vo/Tech and Liberal Arts graduates of OCC in FY 1978 differed significantly in ratings given to helpfulness of their community college education increasing aesthetic appreciation.

Figure 10

Helpfulness of Community College Education in Increasing Aesthetic Appreciation by OCC FY 1978 Graduates Finding Item Applicable

	Program				Total	
	Vo/Tech		Liberal Arts			
Ratings	#	%	#	%	#	%
Very Helpful	15	17.2	39	37.9	54	28.4
Somewhat Helpful	34	39.1	41	39.8	75	39.5
Of No Help	38	43.7	23	22.3	61	32.1
Total	87	100.0	103	100.0	190	100.0

The remaining items producing significantly different ratings for the graduate groups dealt with objectives for attending OCC, current educational status and present employment status. An additional group of items focused only upon currently employed graduates: relationship of job to OCC college program, current monthly salary, job satisfaction and job classification.

9. Objective of Attending College: There are many reasons for attending OCC. The following survey question (Item C, Appendix B) attempted to elicit the major ones:

C. Please check (✓) your main objective in attending our college. (Check only one)

1. ___Prepare for a future job
2. ___Improve skills needed in present job
3. ___Explore courses to decide on a career
4. ___Take course work for transfer to another college
5. ___Personal interest or self-development
6. ___Other _____

Four-fifths of the Vo/Tech graduates (N=112, 80.5%) reported main objectives that were job related: prepare for a job (N=97, 69.8%), improve job skills (N=11, 7.9%) and decide on a career (N=4, 2.9%)

Job preparation was the objective of almost 70% of the FY 1978 Vo/Tech graduates. A different objective: transfer to another college (N=64, 58.7%) influenced most Liberal Arts graduates while the objectives of deciding on a career (N=18, 16.5%) and personal interest/self-development (N=13, 11.9%) were also important. The prime objective for the Vo/Tech graduates was the fourth objective for the Liberal Arts graduates who did acknowledge the importance of job preparation (N=12, 11.0%). Likewise, Vo/Tech graduates chose personal interest/self-development frequently (N=17, 12.2%) as their main objective for attending OCC. These differences in objective were expected. They seem to indicate that OCC students, who know what they want from OCC and who plan to graduate, achieve their objective. The item about main objective was phrased in such a way that recalculation of results was unnecessary. Data may be found in Table 9, Appendix A.

10. Current Educational Status: While many more Liberal Arts graduates (N=59) than Vo/Tech graduates (N=23) are currently full-time students, the numbers of part-time students are similar: Vo/Tech = 26, Liberal Arts = 18. However, many more (N=94) Vo/Tech graduates than Liberal Arts (N=43) graduates are not currently enrolled in school. The educational status patterns for the two graduate groups are quite different, as expected.

When we remove those not currently enrolled in school, the graduate group now studying is reduced by half. Figure 11 also reveals that almost 2/3 (N=82, 65.1%) of the graduates currently enrolled in school are full-time students. This was not expected.

Figure 11

Current Educational Status of FY 1978
Graduates Enrolled in School

Student	Program: Vo/Tech #	Vo/Tech %	Liberal Arts #	Liberal Arts %	Total #	Total %
Full-time Student	23	46.9	59	76.6	82	65.1
Part-Time Student	26	53.1	18	23.4	44	34.9
Total	49	100.0	77	100.0	126	100.0

11. Present Employment Status: Among the employed graduates, most of the Vo/Tech (N=85, 71.4%) and three-tenths (N=33, 30.3%) of the Liberal Arts graduates were employed full time. One-fifth of the Vo/Tech (N=25, 21.0%) and three-tenths (N=32, 29.4%) of the Liberal Arts graduates worked part time.

Some of the graduates were not employed. Few Vo/Tech graduates (N=2, 1.7%) were looking for employment. Quite a few Liberal Arts graduates (N=12, 11%) reported they were job hunting. Among graduates not employed were those unavailable for employment. Most of these were Liberal Arts graduates (probably among the current full-time students), again three-tenths (N=32, 29.4%) of that group. Few (N=7, 5.9%) of the Vo/Tech graduates were unavailable for employment.

The data recalculated by these categories in Figure 12 emphasizes the group differences. It shows that of the group responding two-thirds (N=175, 67.1%) are employed. Of those employed, in turn, three-fifths (N=110, 62.9%) are Vo/Tech graduates. By contrast, among those not employed--a mere 6.1% of the respondents, most (N=12, 85.7%) are Liberal Arts graduates.

Figure 12

Current Employment Status of
FY 1978 OCC Graduates

a. Employed Graduates

Program	Full-time Job #	Full-time Job %	Part-time Job #	Part-time Job %	Total #	Total %
Vo/Tech	85	72.0	25	43.9	110	62.9
Liberal Arts	33	27.9	32	56.1	65	37.1
Total	118	99.9	57	100.0	175	100.0

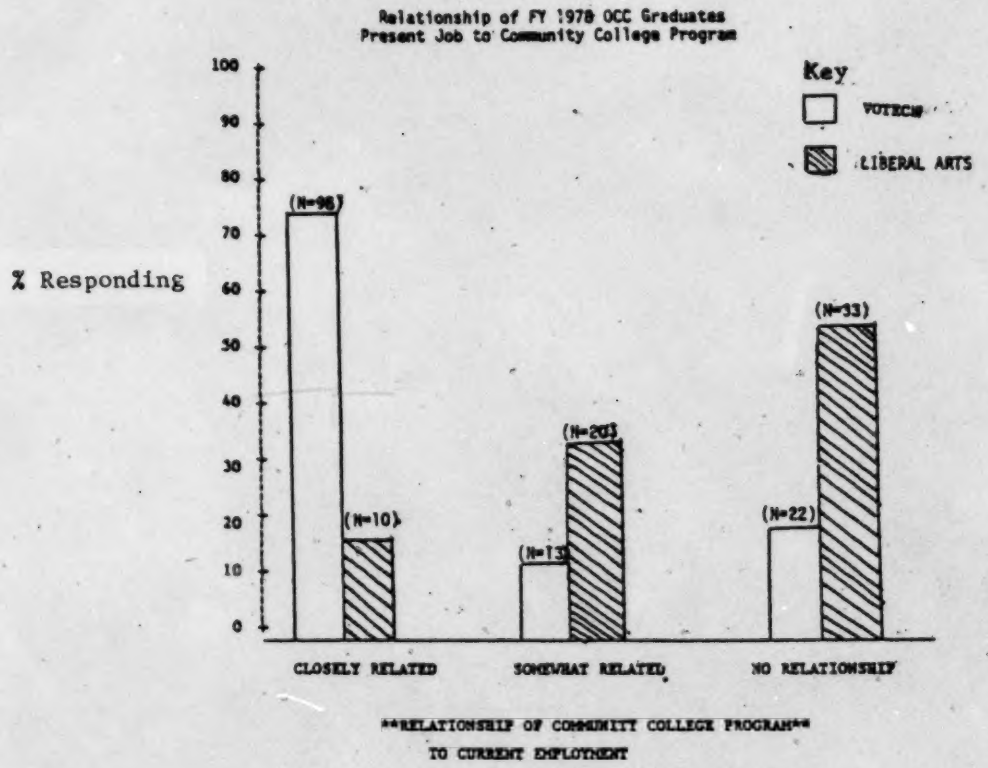
b. Unemployed Graduates

Program	Unavailable for Employment #	Unavailable for Employment %	Looking for Employment #	Looking for Employment %	Total #	Total %
Vo/Tech	7	17.9	2	14.3	9	17.0
Liberal Arts	32	82.0	12	85.7	44	83.0
Total	39	99.9	14	100.0	53	100.0

These findings seem to bear out our expectations.

12. Relationship of Present Job to Community College Program:

Figure 13



As can be seen from Figure 13, most employed FY 1978 OCC Vo/Tech graduates (N=98, 73.7%) are working in jobs 'Closely Related' to their OCC program. Most (N=33, 52.4%) employed FY 1978 OCC Liberal Arts graduates are working in jobs unrelated to their OCC program. Another group of Liberal Arts graduates (N=20, 31.7%) fared better: they are working in jobs 'Somewhat Related' to their OCC program. This was not expected nor was the finding that almost one-fifth (N=22,16.5%) of the employed Vo/Tech graduates were working in jobs having 'No Relationship' to their OCC program.

13. Current Monthly Salary: The monthly gross salary range for employed FY 1978 OCC graduates--full- and part-time combined--extended from $300 to beyond $1,700. The largest group of Vo/Tech graduates (N=32, 17.2%) reported monthly earnings of $700--899 followed by a group (N=22, 11.8%) earning $900--1,099. There is a sharp contrast between these earnings and what the Liberal Arts graduates report: the largest group earns less than $301 per month (N=16, 8.6%) followed by two groups (N=8, 4.3%) one reporting $500--699, the other $900--1,099. Nine graduates (Vo-Tech = 6, Liberal Arts = 3) reported earnings of $1,700 and beyond. Separation of full- and part-time salaries would have made this data more meaningful. However, the pattern difference noted so often between Vo/Tech and Liberal Arts graduates persists. The former have significantly higher monthly salaries.

14. Job Satisfaction: On the whole, the Vo/Tech graduates are satisfied with their current jobs: (N=109, 81.9%) responded that they were either 'Very Satisfied' or 'Satisfied' with their jobs. Slightly more than half of the Liberal Arts graduates (N=34, 56.6%) made the same response, but the 'Very Satisfied' segment was smaller than those checking 'Satisfied.' At the other end of the scale more Liberal Arts graduates than Vo/Tech graduates reported themselves 'Very Satisfied' with their jobs. A higher percentage of Liberal Arts students were 'Not Sure' how satisfied they were with their jobs.

Such responses were expected. The Vo/Tech graduates who prepared themselves for jobs, and got those jobs, would be expected to be more satisifed with them than the Liberal Arts students would be with the jobs they got. There, too, separation of full- and part-time job holders would have clarified the results. Data can be found in Table 14, Appendix A.

15. Job Classification: Each graduate was classified once, hence, the different patterns became obvious instantly: 99 Liberal Arts graduates and no Vo/Tech graduates were classified as students. There were classifications represented only by Vo/Tech graduates:

Figure 14

Occupations Represented Only by
FY-1978 OCC Vo/Tech Graduates

Occupation	Number
Pharmacist, dietitian, therapist	11
Clerical occupations	21
Protective service	11
Service occupations	10
Mechanics and repairers	5
Precision Production	2
Other occupations	5
Total	65

Pharmacist, dietitian, therapist; clerical occupations; protective services; service occupations; mechanics and repairers; and precision production. Half of the Vo/Tech graduate respondents (N=65, 51.6%) were in these occupations. There was one occupation (in addition to student) represented only by a Liberal Arts graduate: construction trades. Other Liberal Arts graduates gave their occupations as: management related; computer, mathematical; health technologists, and technicians; engineering, and related technologists, and technicians; science technicians; sales occupations, and commodities; insurance, real estate, and service sales; clerical supervision; and computing and office equipment operators. Thus, those recent graduates who were in Vo/Tech programs at OCC are most unlikely to classify themselves as students---even though they report current full- or part-time school enrollment. Recent Liberal Arts graduates are very likely to give their occupational classification as student. Recent Liberal Arts graduates

are currently employed in a wide variety of occupations--a wider variety than expected. It may be that these graduates have studied at OCC before, have achieved credentials in occupational curricula, have whetted their appetites and returned for more education. Of course, we can't be sure of this until we ask our graduates. By the same reasoning, former Liberal Arts students and graduates may have returned to OCC for vocational preparation. Table 15, Appendix A presents the data.

No significant differences between Vo/Tech and Liberal Arts graduates ratings on the following college services were found: financial aid, tutoring services, and veteran services were rated 'Not Applicable' by a majority of the FY 1978 graduates. 'Good' and 'Very Good' ratings for the remaining college services were as follows: Career counseling 34.1%, library services 61.7%, instruction in non-occupational courses 59.5%. Apparently, few of the FY 1978 graduates used financial aid, tutoring services, or veteran services. High service ratings were received, in descending order, by the library, non-occupational course instruction and career counseling; a majority of the graduates gave these high ratings to library and non-occupational course instruction.

No significant differences between FY 1978 Vo/Tech and Liberal Arts graduates were found on ratings of the helpfulness of their community college education relative to: development of communication skills, improvement of personal relationships, development of critical thinking ability, identification and development of life goals and values, understanding myself better, increased community involvement, and effective time usage. Table 15 shows that approximately one-third of the graduates found their community college education 'Very Helpful' in a variety of areas. The exception, interestingly enough, had to do with increased community involvement for which only 10.5% of the graduates rated their OCC education as

'Very Helpful.' A quarter of the graduates felt that increased community involvement was a 'Not Applicable' area for community colleges. If community colleges are truly community responsive institutions, then the 37.1% of Oakton's graduates who made these responses are getting divergent messages: some of them find OCC is doing well in sparking student interest in the community, while a larger number feels that community involvement is not part of the educational turf.

Figure 15

Helpfulness of Community College Education
as Rated by OCC FY 1978 Graduates

Topic Rated	'Very Helpful' %	'Not Applicable' %
Develop communication skills	34.7	7.7
Improve personal relationships	33.1	12.5
Develop critical thinking	34.9	7.0
Identify and develop life goals	34.5	10.1
Understanding myself better	33.1	8.5
Increased community involvement	10.5	26.6
Effective time usage	33.6	12.4

FY 1978 graduates were asked how successful they were in meeting their OCC objective. Most graduates reported themselves 'Very Successful' (N=185, 70.3%) or 'Somewhat Successful' (N=57, 21.7%). Ninety-two percent of the FY 1978 graduates who responded were enjoying this flush of success.

When asked whether their present field of study was in the same field as, or in a field related to, the one studied at OCC, 3/4 of the FY 1978 graduates responding (N=106, 77.3%) said it was. Thirty-five percent (N=48) reported continuation in the same field of study, while a related field had been chosen by and additional 42.3% (N=58).

Three-fifths of the employed graduates reported that they were working within District 535 (N=116, 60.4%). Another 1/3 (N=68, 35.4%) were working outside the district, but in Illinois.

Finally, although the FY 1978 Vo/Tech and Liberal Arts graduates differed somewhat with regard to whether they had held their present job before college, group differences did not reach statistical significance. Almost three-tenths (N=56, 28.7%) of those responding to the item said they held their present job before college. More Vo/Tech graduates (N=33, 58.9%) than Liberal Arts graduates (N=23, 41.1%) had held their present job before college. Among those who had <u>not</u> held their present job before college there were many more Vo/Tech (N=101, 71.7%) than Liberal Arts (N=38, 27.3%) graduates. To summarize this item while 71.3% of the FY 1978 graduates responding did not have their present job before college, the remainder continued working while attending college.

+ + + +

This report has presented the results of analysis of FY 1978 graduates' responses to an ICCB follow-up survey. Vo/Tech and Liberal Arts graduates were included in the study. Responses of the Vo/Tech and Liberal Arts students differed markedly in some areas. These differences were described and some suggestions for possible further studies were made.

Finally, the responses contained much information from successful OCC students, that is, graduates. It might be useful to the college to look carefully at what this group has to say about its OCC experience. This information should have utility for planning purposes, and for further study, as well as for documentation.

APPENDIX A

TABLE 1

RATING OF JOB PLACEMENT SERVICES AT OCC
by FY 1978 OCC GRADUATES

RATING	PROGRAM		
COUNT / ROW PCT / COL PCT / TOT PCT	VOTECH	BACC	ROW TOTAL
VERY GOOD	8	10	18
	44.4	55.6	7.8
	6.3	9.7	
	3.5	4.3	
GOOD	18	7	25
	72.0	28.0	10.9
	14.2	6.8	
	7.8	3.0	
AVERAGE	13	9	22
	59.1	40.9	9.6
	10.2	8.7	
	5.7	3.9	
POOR	9	1	10
	90.0	10.0	4.3
	7.1	1.0	
	3.9	0.4	
VERY POOR	7	1	8
	87.5	12.5	3.5
	5.5	1.0	
	3.0	0.4	
NOT APPLICABLE	72	75	147
	49.0	51.0	63.9
	56.7	72.8	
	31.3	32.6	
COLUMN TOTAL	127	103	230
	55.2	44.8	100.0

CHI SQUARE = 14.40319 WITH 5 Df. P<.01

NUMBER OF MISSING OBSERVATIONS = 156

TABLE 2

RATING OF ACADEMIC COUNSELING AT OCC
BY FY 1978 OCC GRADUATES

RATING / PROGRAM	VOTECH	BACC	ROW TOTAL
VERY GOOD	18	20	38
	47.4	52.6	15.7
	13.8	17.9	
	7.4	8.3	
GOOD	36	29	65
	55.4	44.6	26.9
	27.7	25.9	
	14.9	12.0	
AVERAGE	28	30	58
	48.3	51.7	24.0
	21.5	26.8	
	11.6	12.4	
POOR	9	12	21
	42.9	57.1	8.7
	6.9	10.7	
	3.7	5.0	
VERY POOR	2	8	10
	20.0	80.0	4.1
	1.5	7.1	
	0.8	3.3	
NOT APPLICABLE	37	13	50
	74.0	26.0	20.7
	28.5	11.6	
	15.3	5.4	
COLUMN TOTAL	130	112	242
	53.7	46.3	100.0

CHI SQUARE = 15.22201 WITH 5 D.f. P<.000

NUMBER OF MISSING OBSERVATIONS = 144

TABLE 3

RATING OF STUDENT ACTIVITIES AT OCC
BY FY 1978 OCC GRADUATES

RATING	PROGRAM		
COUNT ROW PCT COL PCT TOT PCT	VOTECH	BACC	ROW TOTAL
VERY GOOD	9 52.9 7.3 3.9	8 47.1 7.5 3.5	17 7.4
GOOD	22 45.8 17.9 9.6	26 54.2 24.3 11.3	48 20.9
AVERAGE	20 40.8 16.3 8.7	29 59.2 27.1 12.6	49 21.3
POOR	5 33.3 4.1 2.2	10 66.7 9.3 4.3	15 6.5
VERY POOR	3 37.5 2.4 1.3	5 62.5 4.7 2.2	8 3.5
NOT APPLICABLE	64 68.8 52.0 27.8	29 31.2 27.1 12.6	93 40.4
COLUMN TOTAL	123 53.5	107 46.5	230 100.0

CHI SQUARE = 16.35001 WITH 5 Df. P<.005

NUMBER OF MISSING OBSERVATIONS = 156

TABLE 4

RATING OF INSTRUCTION IN OCCUPATIONAL COURSES
BY FY 1978 OCC GRADUATES

RATING OF INSTRUCTION / PROGRAM	VOTECH	BACC	ROW TOTAL
VERY GOOD	64	11	75
	85.3	14.7	31.3
	47.4	10.5	
	26.7	4.6	
GOOD	39	11	50
	78.0	22.0	20.8
	28.9	10.5	
	16.3	4.6	
AVERAGE	20	14	34
	58.8	41.2	14.2
	14.8	13.3	
	8.3	5.8	
POOR	5	6	11
	45.5	54.5	4.6
	3.7	5.7	
	2.1	2.5	
VERY POOR	1	1	2
	50.0	50.0	0.8
	0.7	1.0	
	0.4	0.4	
NOT APPLICABLE	8	62	68
	8.8	91.2	28.3
	4.4	59.0	
	2.5	25.8	
COLUMN TOTAL	135	105	240
	56.3	43.8	100.0

CHI SQUARE = 98.18477 WITH 5 Df. P<.000

NUMBER OF MISSING OBSERVATIONS = 146

TABLE 5

RATING OF COMMUNITY COLLEGE EDUCATION RELATIVE TO PREPARATION FOR A SPECIFIC JOB BY FY 1978 OCC GRADUATES

RATING OF JOB APPRECIATION	PROGRAM		
COUNT / ROW PCT / COL PCT / TOT PCT	VOTECH	BACC	ROW TOTAL
VERY HELPFUL	104	16	120
	86.7	13.3	46.2
	72.7	13.7	
	40.0	6.2	
SOMEWHAT HELPFUL	25	19	44
	56.8	43.2	16.9
	17.5	16.2	
	9.6	7.3	
OF NO HELP	6	14	20
	30.0	70.0	7.7
	4.2	12.0	
	2.3	5.4	
NOT APPLICABLE	8	67	75
	10.7	89.3	28.8
	5.6	57.3	
	3.1	25.8	
COMPUTER ERROR	0	1	1
	0.0	100.0	0.4
	0.0	0.9	
	0.0	0.4	
COLUMN TOTAL	143	117	260
	55.0	45.0	100.0

CHI SQUARE = 114.50989 WITH 4 D.f. P<.000

NUMBER OF MISSING OBSERVATIONS = 126

TABLE 6

RATING OF COMMUNITY COLLEGE EDUCATION RELATIVE TO OBTAINING A JOB BY FY 1978 OCC GRADUATES

RATING	PROGRAM		
	VOTECH	BACC	ROW TOTAL
VERY HELPFUL	47	10	57
	82.5	17.5	22.2
	33.6	8.5	
	18.3	3.9	
SOMEWHAT HELPFUL	40	26	66
	60.6	39.4	25.7
	28.6	22.2	
	15.6	10.1	
OF NO HELP	19	12	31
	61.3	38.7	12.1
	13.6	10.3	
	7.4	4.7	
NOT APPLICABLE	34	68	102
	33.3	66.7	39.7
	24.3	58.1	
	13.2	26.5	
COMPUTER ERROR	0	1	1
	0.0	100.0	0.4
	0.0	0.9	
	0.0	0.4	
COLUMN TOTAL	140	117	257
	54.5	45.5	100.0

CHI SQUARE = 39.15639 WITH 4 Df. P <.000

NUMBER OF MISSING OBSERVATIONS = 129

TABLE 7

RELATIONSHIP OF COMMUNITY COLLEGE EDUCATION TO ADVANCEMENT IN PRESENT JOB FOR FY 1978 OCC GRADUATES

RATING / PROGRAM	VOTECH	BACC	ROW TOTAL
VERY HELPFUL	54	9	63
	85.7	14.3	24.3
	37.8	7.8	
	20.8	3.5	
SOMEWHAT HELPFUL	38	18	56
	67.9	32.1	21.6
	26.6	15.5	
	14.7	6.9	
OF NO HELP	16	13	29
	55.2	44.8	11.2
	11.2	11.2	
	6.2	5.0	
NOT APPLICABLE	34	75	109
	31.2	68.8	42.1
	23.8	64.7	
	13.1	29.0	
COMPUTER ERROR	1	1	2
	50.0	50.0	0.8
	0.7	0.9	
	0.4	0.4	
COLUMN TOTAL	143	116	259
	55.2	44.8	100.0

CHI SQUARE = 52.77686 WITH 4 DF, P < .000

NUMBER OF MISSING OBSERVATIONS = 127

TABLE 8

RATING OF COMMUNITY COLLEGE EDUCATION IN INCREASING AESTHETIC APPRECIATION BY FY 1978 OCC GRADUATES

RATING OF AESTHETIC APPRECIATION	PROGRAM		
	VOTECH	BACC	ROW TOTAL
VERY HELPFUL	15	39	54
	27.8	72.2	21.1
	10.7	33.6	
	5.9	15.2	
SOMEWHAT HELPFUL	34	41	75
	45.3	54.7	29.3
	24.3	35.3	
	13.3	16.0	
OF NO HELP	38	23	61
	62.3	37.7	23.8
	27.1	19.8	
	14.8	9.0	
NOT APPLICABLE	51	12	63
	81.0	19.0	24.6
	36.4	10.3	
	19.9	4.7	
	2	1	3
	66.7	33.3	1.2
	1.4	0.9	
	0.8	0.4	
COLUMN TOTAL	140	116	256
	54.7	45.3	100.0

CHI SQUARE = 37.56482 WITH 4 DF. P<.000

NUMBER OF MISSING OBSERVATIONS = 130

TABLE 9

OBJECTIVES FOR ATTENDING COLLEGE OF
FY 1978 OCC GRADUATES

EDUCATIONAL OBJECTIVE PROGRAM

COUNT / ROW PCT / COL PCT / TOT PCT	VOTECH	BACC	ROW TOTAL
PREPARE FOR JOB	97	12	109
	89.0	11.0	44.0
	69.8	11.0	
	39.1	4.8	
IMPROVE JOB SKIL	11	0	11
	100.0	0.0	4.4
	7.9	0.0	
	4.4	0.0	
DECIDE ON CAREER	4	18	22
	18.2	81.8	8.9
	2.9	16.5	
	1.6	7.3	
TRANSFER TO ANOTHER COLLEGE	6	64	70
	8.6	91.4	28.2
	4.3	58.7	
	2.4	25.8	
PERSONAL INTEREST/ SELF-DEVELOPMENT	17	13	30
	56.7	43.3	12.1
	12.2	11.9	
	6.9	5.2	
OTHER	4	2	6
	66.7	33.3	2.4
	2.9	1.8	
	1.6	0.8	
COLUMN TOTAL	139	109	248
	56.0	44.0	100.0

CHI SQUARE = 133.77914 WITH 5 DF. P<.000

NUMBER OF MISSING OBSERVATIONS = 138

TABLE 10

CURRENT EDUCATIONAL STATUS AT OCC OF
FY 1978 OCC GRADUATES

EDUCATIONAL STATUS	PROGRAM		
	VOTECH	BACC	ROW TOTAL
FULL-TIME STUDENT	23	59	82
	28.0	72.0	31.2
	16.1	49.2	
	8.7	22.4	
PART-TIME STUDENT	26	18	44
	59.1	40.9	16.7
	18.2	15.0	
	9.9	6.8	
NOT ENROLLED	94	43	137
	68.6	31.4	52.1
	65.7	35.8	
	35.7	16.3	
COLUMN TOTAL	143	120	263
	54.4	45.6	100.0

CHI SQUARE = 34.49719 WITH 2 D.f. P<.000

NUMBER OF MISSING OBSERVATIONS = 123

TABLE 11

EMPLOYMENT STATUS OF FY 1978 OCC GRADUATES

EMPLOYMENT STATUS	PROGRAM		
COUNT / ROW PCT / COL PCT / TOT PCT	VOTECH	BACC	ROW TOTAL
FULL-TIME	85	33	118
	72.0	28.0	51.8
	71.4	30.3	
	37.3	14.5	
PART-TIME	25	32	57
	43.9	56.1	25.0
	21.0	29.4	
	11.0	14.0	
UNEMPLOYED SEEK	2	12	14
	14.3	85.7	6.1
	1.7	11.0	
	0.9	5.3	
UNAVAILABLE FOR	7	32	39
	17.9	82.1	17.1
	5.9	29.4	
	3.1	14.0	
COLUMN TOTAL	119	109	228
	52.2	47.8	100.0

CHI SQUARE = 46.59439 WITH 3 Df. P<.000

NUMBER OF MISSING OBSERVATIONS = 158

TABLE 12

RELATIONSHIP OF FY 1978 OCC GRADUATES
PRESENT JOB TO COMMUNITY COLLEGE PROGRAM

RELATIONSHIP	PROGRAM		
	VOTECH	BACC	ROW TOTAL
CLOSELY RELATED	98 90.7 73.7 50.0	10 9.3 15.9 5.1	108 55.1
SOMEWHAT RELATED	13 39.4 9.8 6.6	20 60.6 31.7 10.2	33 16.8
NOT RELATED	22 40.0 16.5 11.2	33 60.0 52.4 16.8	55 28.1
COLUMN TOTAL	133 67.9	63 32.1	196 100.0

CHI SQUARE = 57.75528 WITH 2 DF. P<.000

NUMBER OF MISSING OBSERVATIONS = 190

TABLE 13

SALARY OF FY 1978 OCC GRADUATES

MONTHLY SALARY / PROGRAM	VOTECH	BACC	ROW TOTAL
UP TO 300	9	16	25
	36.0	64.0	13.4
	7.0	28.1	
	4.8	8.6	
300-499	11	3	14
	78.6	21.4	7.5
	8.5	5.3	
	5.9	1.6	
500-699	20	8	28
	71.4	28.6	15.1
	15.5	14.0	
	10.8	4.3	
700-899	32	13	45
	71.1	28.9	24.2
	24.8	22.8	
	17.2	7.0	
900-1099	22	8	30
	73.3	26.7	16.1
	17.1	14.0	
	11.8	4.3	
1100-1299	15	4	19
	78.9	21.1	10.2
	11.6	7.0	
	8.1	2.2	
1300-1499	11	1	12
	91.7	8.3	6.5
	8.5	1.8	
	5.9	0.5	
1500-1699	3	1	4
	75.0	25.0	2.2
	2.3	1.8	
	1.6	0.5	
1700 AND UP	6	3	9
	66.7	33.3	4.8
	4.7	5.3	
	3.2	1.6	
COLUMN TOTAL	129	57	186
	69.4	30.6	100.0

CHI SQUARE = 17.71509 WITH 8 Df. P<.025

NUMBER OF MISSING OBSERVATIONS = 200

TABLE 14

JOB SATISFACTION OF FY 1978 OCC GRADUATES

SATISFACTION PROGRAM

COUNT / ROW PCT / COL PCT / TOT PCT	VOTECH	BACC	ROW TOTAL
VERY SATISFIED	66	14	80
	82.5	17.5	41.5
	49.6	23.3	
	34.2	7.3	
SATISFIED	43	20	63
	68.3	31.7	32.6
	32.3	33.3	
	22.3	10.4	
NOT SURE	12	8	20
	60.0	40.0	10.4
	9.0	13.3	
	6.2	4.1	
DISSATISFIED	10	15	25
	40.0	60.0	13.0
	7.5	25.0	
	5.2	7.8	
VERY DISSATISFIED	2	3	5
	40.0	60.0	2.6
	1.5	5.0	
	1.0	1.6	
COLUMN TOTAL	133	60	193
	68.9	31.1	100.0

CHI-SQUARE = 19.35431 WITH 4 D.f. P<.000

NUMBER OF MISSING OBSERVATIONS = 193

TABLE 15

OCCUPATIONS OF FY 1978 GRADUATES

OCCUPATION	PROGRAM		
COUNT ROW PCT COL PCT TOT PCT	VOTECH	BACC	ROW TOTAL
	0	99	99
	0.0	100.0	41.6
STUDENT	0.0	88.4	
	0.0	41.6	
	2	3	5
	40.0	60.0	2.1
MANAGEMENT RELATED OCCUPATIONS	1.6	2.7	
	0.8	1.3	
	3	1	4
	75.0	25.0	1.7
COMPUTER, MATHEMATICAL, & OPERATIONS RESEARCH OCCUPATIONS	2.4	0.9	
	1.3	0.4	
	11	0	11
	100.0	0.0	4.6
PHARMACISTS, DIETICIANS, & THERAPISTS	8.7	0.0	
	4.6	0.0	
	31	1	32
	96.9	3.1	13.4
HEALTH TECHNOLOGISTS AND TECHNICIANS	24.6	0.9	
	13.0	0.4	
	8	1	9
	88.9	11.1	3.8
ENGINEERING & RELATED TECHNOLIGISTS & TECHNICIANS	6.3	0.9	
	3.4	0.4	
	2	1	3
	66.7	33.3	1.3
SCIENCE TECHNICIANS	1.6	0.9	
	0.8	0.4	
	9	2	11
	81.8	18.2	4.6
SALES OCCUPATIONS, COMMODITIES	7.1	1.8	
	3.8	0.8	

TABLE 15

OCCUPATIONS OF FY 1978 OCC GRADUATES (CONT)

OCCUPATION	PROGRAM		
	VOTECH	BACC	ROW TOTAL
INSURANCE, REAL ESTATE, & SERVICE SALES	2 66.7 1.6 0.8	1 33.3 0.9 0.4	3 1.3
CLERICAL SUPERVISION	3 75.0 2.4 1.3	1 25.0 0.9 0.4	4 1.7
GENERAL OCCUPATIONS (EXCEPT EQUIPMENT OPERATORS)	20 100.0 15.9 8.4	0 0.0 0.0 0.0	20 8.4
COMPUTING & OFFICE EQUIPMENT OPERATORS	1 100.0 0.8 0.4	0 0.0 0.0 0.0	1 0.4
PROTECTIVE SERVICE OCCUPATIONS	1 50.0 0.8 0.4	1 50.0 0.9 0.4	2 0.8
SERVICE OCCUPATIONS (EXCEPT PRIVATE HOUSEHOLD & PRIVATE)	11 100.0 8.7 4.6	0 0.0 0.0 0.0	11 4.6
CONSTRUCTION TRADES	10 100.0 7.9 4.2	0 0.0 0.0 0.0	10 4.2
MECHANICS & REPAIRERS	0 0.0 0.0 0.0	1 100.0 0.9 0.4	1 0.4
PRECISION PRODUCTION	5 100.0 4.0 2.1	0 0.0 0.0 0.0	5 2.1
	2 100.0 1.6 0.8	0 0.0 0.0 0.0	2 0.8

TABLE 15

OCCUPATIONS OF FY 1978 OCC GRADUATES (CONCLUDED)

OCCUPATION	PROGRAM		
	VOTECH	BACC	ROW TOTAL
OCCUPATIONS NOT ELSEWHERE CLASSIFIED	5	0	5
	100.0	0.0	2.1
	4.0	0.0	
	2.1	0.0	
COLUMN TOTAL	126	112	238
	52.9	47.1	100.0

CHI SQUARE = 205.77892 WITH 18 Df. P<.00

NUMBER OF MISSING OBSERVATIONS = 148

APPENDIX B

APPENDIX B

NOTE: Numbers printed in the margins are keyed to Tables in Appendix A.

Use Label

Name: _____

Address: _____

Soc. Security No.: _____

Telephone No.: _____

If there are any changes in the label, please correct.

A. Please rate those college services below that you have utilized according to how well they fulfilled your own individual needs by marking each item with a number corresponding to the following code.

1 - Very Good
2 - Good
3 - Average
4 - Poor
5 - Very Poor
6 - Not Applicable

1. ___Financial Aid
2. ___Career Counseling
3. ___Job Placement
4. ___Academic Counseling
5. ___Tutoring Services
6. ___Veteran Services
7. ___Student Activities
8. ___Library Services
9. ___Instruction in Occupational Courses
10. ___Instruction in Non-Occupational Courses

B. How helpful was your community college education in each of the areas listed below? Mark each item with the number of the most appropriate response to each statement using the following code:

1 - Very Helpful
2 - Somewhat Helpful
3 - Of No Help
4 - Not Applicable

1. ___Preparation for a specific job
2. ___Obtaining a job
3. ___Performance and advancement in present job
4. ___Development of more effective communication skills
5. ___Improvement of my personal relationships with others
6. ___Development of my ability to think critically
7. ___Identification and development of life goals and values
8. ___Understanding myself better
9. ___Becoming more involved with my community
10. ___Increasing my aesthetic appreciation (such as art, music, and literature)
11. ___Making more effective use of my time

C. Please check (✓) your main objective in attending our college. (Check only one)

1. ___Prepare for a future job
2. ___Improve skills needed in present job
3. ___Explore courses to decide on a career
4. ___Take course work for transfer to another college
5. ___Personal interest or self-development
6. ___Other _____

Term Graduated:

I graduated in _____ (year) _____ (month)

I was awarded a (please check)
___ Certificate ___ Diploma ___ AAS/AS ___ AA

D. How successful were you in meeting your objective?

1. ___Very Successful
2. ___Somewhat Successful
3. ___Not Successful
4. ___Not Sure

E. Check your current educational status?

1. ___Full-time Student
2. ___Part-time Student
3. ___Not Enrolled in School

COMPLETE ITEM F ONLY IF YOU ARE CONTINUING YOUR EDUCATION

F. Institution Attending: _____

_____

Program of Study: _____

How is your present field of study related to your community college program?

1. ___Same Field
2. ___Related Field
3. ___Unrelated Field

G. Check your present employment status.

1. ___Employed, Full-time
2. ___Employed, Part-time
3. ___Full-time Military Service
4. ___Unemployed, Seeking Employment
5. ___Unavailable for Employment

Indicate reason below:

___ a. Full-time Student
___ b. Full-time Homemaker
___ c. Health Disability
___ d. Family Responsibilities
___ e. Prefer Not to Move to New Locality
___ f. Other _____

PROCEED TO PAGE TWO ONLY IF YOU ARE EMPLOYED

(EMPLOYED INCLUDES FULL-TIME MILITARY SERVICE)

If You Are Not Employed, This Completes The Survey. Please Return The Survey In The Envelope Provided. Thank You Very Much For Helping Us Evaluate Oakton Community College's Programs And Services.

(Prepared by ICCB--1978)

COMPLETE THIS PAGE ONLY IF YOU ARE EMPLOYED

Unless other directions are given, please check (/) one answer for each question.

H. If you are currently employed, how closely related is your present job to the program completed at our college?

1. ___Closely Related
2. ___Somewhat Related
3. ___Not Related

I. If current job is not related, have you been employed in a job related to the program completed since leaving our college?

1. ___ Yes 2. ___ No

J. If your present job is not related to the program you completed at our college (as indicated in Question I above) please check the best reason why.

1. ___Transferred to a college or university
2. ___Preferred to work in another field
3. ___Found better paying job in another field
4. ___Could not find a job in field of preparation
5. ___Worked previously in field of preparation, but changed.
6. ___Preferred not to move to new locality
7. ___Other (Describe) _____

K. If you are employed full-time or part-time, please indicate your gross monthly salary range; that is, before deductions.

1. ___ Up to $ 300
2. ___$ 300 - $ 499
3. ___$ 500 - $ 699
4. ___$ 700 - $ 899
5. ___$ 900 - $1099
6. ___$1100 - $1299
7. ___$1300 - $1499
8. ___$1500 - $1699
9. ___$1700 - Up

L. The salary in the item above is based on _____ hours per week on the average.

M. Were you employed in your present job prior to your enrollment in the program completed at our college?

1. ___ Yes 2. ___ No

N. In general, how satisfied are you with your present job? (Check only one)

1. ___Very Satisfied
2. ___Satisfied
3. ___Not Sure
4. ___Dissatisfied
5. ___Very Dissatisfied

O. How helpful was each of the sources listed below in attempting to find your first job upon leaving our college? Mark the number of appropriate response to each source by using the following code:

1 - Very Helpful 3 - Of No Help
2 - Somewhat Helpful 4 - Does Not Apply

1. ___College Placement Office
2. ___Program Coordinator or College Faculty
3. ___Illinois State Job Service Agency
4. ___Private Employment Agency
5. ___Friends or Relatives
6. ___Other (Please indicate) _____

P. What is the location of your primary place of employment? (Check only one)

1. ___Within our community college district
2. ___Not in our college district but in Illinois
3. ___Outside of Illinois

Q. Please indicate the following information about your present position.

1. Firm or Employer _____
2. Employer Address _____
3. Supervisor's Name _____
4. Exact title of your position _____
5. Primary job function _____

R. May we have your permission to contact your employer for additional information?

1. ___ Yes 2. ___ No

Signature: _____

_____
(please print your name)

Date: _____

Please make any comments that you feel will let us know the impact of your education at Oakton Community College for you personally whether good or bad. _____

THANK YOU VERY MUCH FOR ASSISTING US IN EVALUATING OAKTON COMMUNITY COLLEGE'S PROGRAMS AND SERVICES.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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